

Redcliffe Early Excellence/Children's Centre

Inspection report for early years provision

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Registered person	Bristol City Council
Type of inspection	Childcare
Type of care	Full day care, Sessional care, Out of School care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Redcliffe Early Excellence/Children Centre is a local authority education and care provision managed by a head teacher and a governing body. It opened several years ago and operates from ground floor premises located in the heart of a local authority multi-story housing complex close to Bristol city centre. A maximum of 73 children may attend the centre at any one time. The centre opens all year round, except during Christmas holidays. It also closes for 10 days a year for staff training. Opening times are Monday to Friday from 08.00 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 92 children under five years on roll. Children attend for a variety of sessions and types of care include full day care, sessional care and nursery education. School age children attend a breakfast and tea club and a holiday play scheme is also in operation.

A total of 22 members of staff work directly with children and their parent/carers. Of these, nine members of staff hold Level 3 qualifications. A further two members of staff hold Level 2 qualification. In addition, several members of staff also have degree level qualifications including the deputy. The head teacher holds two masters degrees. Other professionals accessible at the centre include a speech therapist, health visitors and counsellors.

The centre has been validated for The Bristol Standard in Early Years Care. They have also achieved The Bristol Inclusion Standard and The National Healthy School award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for on clean premises where there are stringent and robust procedures in place to promote and maintain their emotional and physical health. The premises are cleaned twice each day by cleaners who come in early and late afternoon. Older children learn self care skills and move independently to the toilet area to wash their hands before snacks and after playing outdoors or using the toilets. Tissues are kept accessible in the base rooms and from a very early age children are encouraged to use tissues to wipe their noses and to cover their mouths when they cough. Staff have highly effective procedures to ensure that germs are not transferred to children during interaction with themselves and others. They protect children by washing their hands frequently at appropriate times such as before meals and after nappy changing.

Children who complain of feeling unwell have excellent individual attention and loving care. They rest on a comfortable sofa whilst a member of staff carries out basic investigation to ascertain the level of their discomfort. Children feel secure as a member of staff remains close by and offering kind words, cuddles and other pleasant distractions such as reading a story while the decision is being made about whether to contact their parents. Children's medical needs are met extremely well as several members of staff have current first aid certificates and first aid boxes are accessible for use. The procedures for promoting children's long term health are further enhanced by direct advice and support from representatives from the local health authority, including health visitors.

Highly nutritious meals and snacks are provided for children in order to satisfy their appetites and to develop their understanding of making the right choices about the food they eat. Each day school aged children attend the breakfast club. This ensures that the children are fully satisfied and are not hungry. On arrival at school they have sufficient levels of nutrients in their bodies which enables them to maximise their attention span and learning. Substantial cooked meals are also provided after school to ensure children are well fed and are replenished after expending their energy at school. For example, fish pie with broccoli and pasta bakes. Children's individual dietary needs are met extremely well through well-thought-through solutions which do not overtly highlight different attitudes to foods. A specialist caterer provides cooked lunches for the centre. A varying range of equally nutritious meals are available including, vegetarian and Halal options.

Children have regular intakes of natural vitamins as they enjoy at least three portions of fruit each day. Parents are involved in providing some of the fruit. Children are becoming familiar with this procedure and prompt their parents to buy fruit to be eaten at home. They are also developing healthier snacking habits as parents no longer feel compelled to provide sweets and are able to buy items from a healthy snack trolley when they come to collect children. These include fruit and cereal bars. Children have nutritious packed lunches in line with advice provided to parents. Lunch packs are stored in a cool room. Children's bodies remain hydrated and healthy as water is accessible at all times. Younger children have their own drinking cups which are refilled by staff whilst older children assess the needs of their bodies helping themselves to water from small jugs if they are thirsty.

Children's physical development and learning opportunities are greatly enhanced through play in the outside play area at the centre and also by special trips to garden allotments and a forest school site. Children are excited about playing in the outside area. Resources and play equipment are set out in a knowledgeable way to enable them to experience active play such as peddling bikes, climbing and jumping, learning to balance on apparatus and using rope swings. Children have good supervision as they explore the outdoor area and are supported as they develop a sense of adventure and learn to take risks. Younger children delight in being out in the fresh air in the spacious outdoor covered area. They take part in activities which develop hand to eye coordination and muscle strength such as, painting and sand and water play.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The available space is organised creatively making the centre a safe, warm and welcoming environment for children and their parents. The front entrance is secure and visitors ring to gain access to the reception area which has comfort seats and notice boards with information for parents. A friendly and professional receptionist is available to greet children and their parents as they arrive to locate specific staff they wish to see.

Older children have free access to a large room where the space is used well. It is sectioned effectively into different learning areas which children visit during free play. Staff also make excellent use of these learning areas to bring children together into small learning groups where they are at ease with a familiar adult and relate more closely to others during snack. Younger children have their own extremely well resourced and comfortable base rooms where they play and rest. All children have direct access to their section of the outside play area and movement between the indoor and outdoor areas is supported and encouraged by staff so children make some choices and are comfortable about where their learning takes place. Toys are of very good quality and are safe and fit for their purpose as they are purchased from reputable educational suppliers. Staff make regular checks to ensure there are no broken pieces and washable items are cleaned regularly to ensure they are hygienic to use and are not a source of infection.

High priority is given to promoting children's safety in the setting and also in the community. Comprehensive written risk assessments have been carried out in all rooms. Where risk is identified, the actions and control measures to be taken are clearly displayed in the appropriate area to further heighten staff awareness. Children continue to play in a safe environment as staff are vigilant and their awareness of any emerging risks and hazards is kept up to date through periodical reviews. There is also a system for notifying a named member of staff about concerns. Staff make exhaustive efforts to ensure that each child and all members of staff are familiar with the procedures for evacuating the premises in case of an emergency. Both planned and unplanned drills are held and evaluated regularly. Staff also attend fire training courses.

Children have enjoyable and safe education trips as each visit is thoroughly risk assessed and factors such as the adult to child ratio, and emergency evacuation from the mini-bus are included in planning. Children are learning to take some responsibility for staying safe through activities where they learn about people who look after us. For example, a visit from fire officers. They are also learning to recognise dangers such as those which come from misuse of equipment and are taught how to handle and use outdoor equipment correctly. Staff closely supervise children during construction play and allow some situation to develop so that children can begin to anticipate when risk is unacceptable. For example, as they engaged in discussion about the high structure they have erected, staff explore with the children what would happen if the

structure became higher and unstable. Children correctly assess that it would fall and may hurt someone so they dismantle the structure after they finished playing with it.

Children's wellbeing is safeguarded and promoted as there are highly effective systems in place to identify and reduce the risk of abuse. The centre has a thorough written policy and a named member of staff is responsible for liaising with staff regarding safeguarding children's issues. All staff are aware of the established procedures for recording concerns and discussing them with parents or any relevant professional. However, staff are very pro active and all children are kept safe as there is a strong emphasis on deploying preventative measures to protect every child. Parents can complete a family support self referral form and are offered ongoing support and early intervention if issues are identified. Where appropriate, the common assessment framework is used to ensure all the relevant areas of an individual child's needs are considered.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive and make excellent progress in the rich, well resourced learning environment where their interests and preferences are highly valued and inform all plans for learning. The base rooms and outdoor areas are purposefully organised to enable children to have access to a range of core activities and play experiences such as, building with construction material, art and craft and play to develop mathematical thinking. Children are highly enthusiastic and choose what they want to play with concentrating for lengthy periods at their chosen task without prompting from adults. Analysis of the quality of play and observation of progress is detailed and meaningful and takes place both at the centre and at home. Parents and staff work in genuine collaboration to observe children. Written notes are created and discussions are held regularly on the types of toys children enjoy playing with. Children's learning needs are targeted and further extended by adding particular toys to the resource and activity areas.

Children show a strong interest in the natural surroundings and are invigorated by outdoor play.

They relish opportunities to explore the environment and handle natural materials during activities. For example, younger children are observed highly engaged in play with fallen autumn leaves. They enjoy the sensation of moving their hands through the leaves observe the colours, shapes and different sizes of the leaves. Tactile conkers are handled and used creatively to provide visual imagery of numbers and also used to promote counting skills.

Children are free to flourish and to learn in a manner which best suits their personal development as the staff have a combined and extensive knowledge of early years teaching methods which is exceptional. There is a broad child-initiated curriculum which meets the individual needs of children and staff recognise when good quality learning is taking place regardless of how this is displayed or presented in different forms. Children have excellent support through appropriate and skilful interventions by adults, this includes talk that stimulates children's thinking and extend their vocabulary. Children's ability, communication and awareness are greatly increased by methods such as Makaton signing and symbols. Some children are expertly observed to have repeating patterns of play behaviour and have preferences for specific types of toys. Individual schemas, such as rotation and trajectory schemas are analysed, nurtured and enhanced by allowing children to explore and experiment with appropriate resources and space. Excellent systems are in place for recording progress and children's learning records are up to date and are very accessible for viewing and discussion with parents. These include photographic and

narrative evidence. Staff have regard to the Birth to three matters framework and are well on the way to fully implementing the forthcoming Early Years Foundation Stage.

Helping children make a positive contribution

The provision is outstanding.

Children come from broad range of backgrounds and ethnicities and each child is valued and their culture and diversity celebrated within this inclusive setting. Their confidence and self esteem are highly promoted through ongoing interest and knowledge of their home lives which is brought into the setting to enhance activities. Key workers frequently engage parents in discussion and home visits take place so children are observed in the relative security of the home environment. Children develop close and trusting relationships with staff which ensures that all aspects of individual needs are known and met in consultation with parents.

Children quickly learn to accept difference as they have positive examples of diversity in the day to day interaction in the centre. For example, parents from different cultures are invited to join children at welcome time and share information about celebration such as Eid. Children listen to songs and see special clothes worn during the celebration. Staff have a wealth of cultural advice drawn from, including Somali, French, Hungarian and Polish. Children have opportunities to listen to familiar stories and rhymes with their parents in their first language. There are several bilingual books which are available for home loan.

Children respond well to the high expectation the staff have regarding their behaviour in the setting and they behave extremely well. This is achieved through the excellent structure of the daily routine which ensures children are purposefully engaged in activities which interest them and they know what is expected of them at different periods throughout the day. Children's behaviour is also promoted by a strong emphasis on adult understanding of why unacceptable behaviour occurs and the need to have effective strategies in place to resolve conflict.

Staff have built caring and professional relationships with parents which greatly benefit children and improve the overall outcomes and children's general wellbeing. Good childcare practices are disseminated and parents become increasingly aware of the important and active roles they have in promoting their children's learning. They also know that advice and support is available if they have concerns. Parents, many of whom live in the flats, are drawn into the emotionally welcoming environment of the centre at collection time where friendly and helpful key staff are available to exchange information or to make appointments to have more in depth discussion about children's progress. All parents have access to the welcome pack and they clearly understand the aims of the group as the information is neatly presented and available in five languages. Bilingual notices and symbols are also displayed in different areas and also on the door of the office. A parent group is operational, there is also a separate group for fathers.

Organisation

The organisation is outstanding.

Children's learning opportunities and progress are significantly enhanced by the exceptional organisation and the highly qualified and experienced staff group in this Phase 1 Children's Centre with additional services. All staff are extremely knowledgeable about the ethos of the centre and confidently take ownership and responsibility for the role they have in the cohesiveness and the delivery of the curriculum and strategic plans. Staff are safe to be in close proximity to children as thorough vetting and recruitment procedures are in place both by the

local authorities and also in the day to day organisation. For example, un vetted visitors are closely supervised at all times

The adult to child ratio is maintained at all times and increased when appropriate according to the activities and the level of supervision required both indoors and outdoors. The record of attendance is strictly maintained as required and shows the exact time of arrival and departure.

Comprehensive and well thought through systems are in place to ensure that all policies and procedures required under the national standards are developed and they are maintained by a named member of staff who also oversees the implementation and reviews. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection staff agreed to a recommendation to ensure that the record of attendance is accurate and up to date.

Staff have now improved the procedures for creating an accurate record of children's attendance. Actual times of arrival and departure are recorded.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required Ofsted or the provider to take any action in order to meet the National Standard.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk